

General Brown Central School District
Curriculum Map

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| English 10 | Fiske |
| Marking Period: 10 weeks | Unit 1: Fahrenheit 451 |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • Freedom of Speech: Is censorship, in any form, justified? • Technology and Humanity: Is more technology always a good thing? What are the costs and benefits of technology? • Knowledge: Why are reading and knowledge important for society? What are the dangers that can come with a lack of knowledge? | |
| New York State Learning Standards (2020) New Standards 2017 | |
| <p>Language Standards</p> <ul style="list-style-type: none"> • L.9-10.4 — Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9—10 reading and content, choosing flexibly from a range of strategies. • L.9-10.4a — Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or sentence. <p>Reading Standards for Literature</p> <ul style="list-style-type: none"> • RL.9-10.1 — Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration. • RL.9-10.2 — Determine one or more themes or central ideas of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. • RL.9-10.3 — Analyze how and why individuals, events, and ideas develop and interact with over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL) In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. • RL.9-10.4 — Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone and mood. (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). • RL.9-10.5 — 9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader. (RL) In informational texts, consider how author’s intent influences particular sentences, paragraphs, or sections. (RI) • RL.9-10.7 — 9-10R7: Analyze how a subject / content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account (e.g., analyze the representation of a subject / content or key scene in two different formats, examine the differences between a historical novel and a documentary). <p>Speaking and Listening Standards</p> <ul style="list-style-type: none"> • SL.9-10.1 — Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9—10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. • SL.9-10.3 — Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. <p>Writing Standards</p> <ul style="list-style-type: none"> • W.9-10.1 9-10W1: Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence. 9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience’s knowledge level and concerns. 9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify the relationships among complex ideas and concepts. 9-10W1f: Maintain a style and tone appropriate to the writing task. 9-10W1c: Use precise language and content specific vocabulary to express the appropriate complexity of the topic. 9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented. <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | |

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| <ul style="list-style-type: none"> • W.9-10.1.a — Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • W.9-10.1.b — Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. • W.9-10.1.c — Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • W.9-10.1.e — Provide a concluding statement or section that follows from and supports the argument presented. • W.9-10.4 — Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • W.9-10.5 — Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • W.9-10.6 — Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. • W.9-10.9 — Draw evidence from literary or informational texts to support analysis, reflection, and research. • W.9-10.2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts. 9-10W2c: Use precise language and content specific vocabulary to express the appropriate complexity of a topic. 9-10W2f: Establish and maintain a style appropriate to the writing task • W.9-10.3: Engage the reader by presenting a problem, conflict, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. 9-10W3b: Use narrative techniques, such as dialogue, pacing, description, reflection, and plot line(s) to develop experiences, events, and/or characters. 9-10W3c: Use a variety of techniques to sequence events to create cohesion and a smooth progression of experiences or events. • W.9-10.10: Use precise words and phrases, explicit details, and sensory language to convey a vivid picture of the experience. 9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10 Reading standards to both literary and informational text, where applicable. | |
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| <p>Unit Vocabulary Literary Terms</p> <p>simile, metaphor, diction, irony, metaphor, symbol, characterization, theme, allusion, dystopia, anti-hero, science fiction, connotation, denotation, alliteration, onomatopoeia</p> | <p>Roots and Affixes</p> <p>ped- (pedestrian); con- (contemptible) sub- (subaudible), pseudo(pseudoscience) em- (embrace) dys-(dystopia)</p> |
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| <p style="text-align: center;">Text-based</p> <p>corruption (whole novel), stolid (1), singed (2), pedestrian (7), subconscious (8), refracted (8), pulverized (11), olfactory (22), muzzle (23), antisocial (26), transcription (27), proclivities (30), objectivity (33), odious (33), condemnation (37), jargon (39), stagnant (41), cacophony (42), mass (51), melancholy (53), censorship (55), dictum (55), exploitation (55), censor (56), breach (56), titillation (56), tactile (58), torrent (59), sieve (67), subside (68), philosophies (73), toil (75), diverted (77), profusion (79), insidious (82), cowardice (86), contemptible (87), sub-audible (92), honed (100), distilled (100), reckoning (102), discourse (104), rigidity (108), perpetual (109), anesthetized (114), phosphorescent (119), dilate (127), cadence (140), rarity (141), avenged (142), incriminate (145), bombardment/bombardier (151), venomous (3), waft (4), illuminate (7), imperceptible (11), inclined (22), olfactory (25), proclivity (33), condemn (39), ravenous (41), fathom (42), cacophony (45), feign (50), breach (58), censor (59), combustible (61)</p> | <p style="text-align: center;">Idioms and Cultural References</p> <p>minstrel man (2), centrifuge (42), praying mantis (45), water under the bridge (48), pratfall (53), <i>Little Black Sambo</i> (57), <i>Uncle Tom’s Cabin</i> (57), flue (57), Caesar (82), Praetorian Guard (82), Vesuvius (89), cesarean section (92) , holier-than-thou (108), valise (129), séance (131), status quo (150), Ecclesiastes and Revelation (144 & 153), phoenix (156)</p> |
| <p>Student Objectives</p> <ul style="list-style-type: none"> • Students will be able to determine a predominant theme and themes in a work of literature. • Students will be able to understand how the author’s use of figurative language enhances the reader’s ability to understand theme. • Students will be able to connect the themes in a novel to their own world and current events. • Students will be able to connect events and themes in the novel to American and Global History. • Students will be able to identify a specific theme and provide specific text evidence to support the chosen theme; in addition, students will be able to analyze how specific details support the theme. | |
| <p style="text-align: center;">Supporting Materials</p> <ul style="list-style-type: none"> • Letter: “I Am Very Real” by Kurt Vonnegut • Article: “Political Society” by John Locke • Poem: “Dover Beach” by Matthew Arnold • Article: “Human or Machine? A.I. Experts Reportedly Pass the “Turing Test”” by Scott Neuman (Commonlit.org) • Article: “Watch Out: Cellphones Can Be Addictive” by Kathiann Kowalski (Commonlit.org) | <p style="text-align: center;">Independent Reading</p> <p>Students choose an independent reading book for each quarter.</p> <p>Books are chosen with guidance of teacher, and they are assigned a packet that contains text-dependent questions, writing prompts, vocabulary, and short-response, and essay response for each marking period.</p> |

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| Marking Period: 20 Weeks | | Unit 2: Unbroken | |
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| Essential Questions and Big Ideas | | | |
| <ul style="list-style-type: none"> • How does war and conflict affect individuals and societies? • How do historians/readers reconcile multiple accounts of the same event? • How can narrative be used to communicate real events? • How does captivity make the captive invisible? • How can individuals become visible again? • What are the advantages and disadvantages of using different media? • The war affected both ordinary Japanese-Americans and American prisoners of war in life-changing ways. • War and conflict bring important yet divergent experiences to individuals and societies. • There are important yet divergent experiences in war and conflict. | | | |
| Language Standards <ul style="list-style-type: none"> • L.9-10.2 • L.9-10.4 • L.9-10.4a • L.9-10.5 Reading Standards for Literature <ul style="list-style-type: none"> • RL.9-10.1 — • RL.9-10.2 — • RL.9-10.3 — • RL.9-10.4 — • RL.9-10.5 — • RL.9-10.7 — | | Speaking and Listening Standards <ul style="list-style-type: none"> • SL.9-10.1 — • SL.9-10.3 — Writing Standards <ul style="list-style-type: none"> • W.9-10.1 • W.9-10.3 • W.9-10.3a-d • W.9-10.9 | |
| Unit Vocabulary | | Unit Vocabulary Literary Terms | Idioms and Cultural References |
| dirigible, tout, typhoon, pneumonia, testament, avuncular, smattering, exasperated, melee, surreptitious, euthanasia, discrepancy, cheeky, forte, incipient, incentive, prodigy, audacious, deity, dissipate, penultimate, embargo, sophisticated, guerrilla, turbulence, garish, kamikaze, daunting, relentless, excruciating, perforated, anesthetic, haggard, carotid, stanch, shrapnel, corrosive, atrophy, recount, despair, adversity, alacrity, squall, quench, fatigue, extrapolate, prognostication, leviathan, calisthenics, harangue, ubiquitous, nihilism, retribution, internment, incendiary, empathy | | simile, metaphor, paradox, diction, irony, metaphor, symbolism, characterization, theme, allusion, historical non-fiction, connotation, denotation, alliteration, onomatopoeia, omniscient narrator | 1936 Olympics, Jessie Owens, WW2, Graf Zeppelin, “The Rime of the Ancient Mariner,” The Great Depression, VJ Day, “Day of Infamy” speech: Roosevelt. Japanese internment camps |
| Student Objectives | | | |
| <ul style="list-style-type: none"> • Students can use correct capitalization, punctuation, and spelling to send a clear message to my reader. • Students will be able to determine a predominant theme and themes in a work of literature. • Students will be able to understand how the author’s use of figurative language enhances the reader’s ability to understand theme. • Students will be able to connect the themes in a novel to their own world and current events. • Students will be able to connect events and themes in the novel to American and Global History. | | | |

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- Students will be able to identify a specific theme and provide specific text evidence to support the chosen theme; in addition, students will be able to analyze how specific details support the theme.

Supporting Material

Mary H. Curtin, "Riverside's Miné Okubo,"

Expeditionary Learning, "The Life of Miné Okubo,"

Japanese Foreign Ministry, "Fourteen-Part Message," Dec. 7, 1941

Walter Lippmann, "The Fifth Column on the Coast," The Washington Post, Feb. 12, 1942

Franklin D. Roosevelt, "Day of Infamy"

Franklin D. Roosevelt, "Executive Order No. 9066,"

Curtis B. Munson, The Report on Japanese on the West Coast of the United States ("the Munson Report"), Oct. 7, 1941

Independent Reading

Students choose an independent reading book for each quarter.

Books are chosen with guidance of teacher, and they are assigned a packet that contains text-dependent questions, writing prompts, vocabulary, and short-response, and students complete a Google Slides presentation that provide the elements of plot from the book.

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| Marking Period: 30 Weeks | Unit 3: Macbeth |
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| <p>Essential Questions and Big Ideas</p> <ul style="list-style-type: none"> • Human Nature and Morality: Why do people behave the way they do? Which aspects of our nature do we suppress? Which do we embrace? Is morality necessary for human existence? • Power/Greed: To what extent does power/greed affect individuals and/or relationships? • Fate: To what degree is our fate in our own hands? How can a person's decisions and actions change his/her life? | |
| <p>Language Standards</p> <ul style="list-style-type: none"> • L.9-10.3 • L.9-10.4 • L.9-10.6 <p>Reading Standards for Informational Text</p> <ul style="list-style-type: none"> • RI.9-10.1 • RI.9-10.2 <p>Reading Standards for Literature</p> <ul style="list-style-type: none"> • RL.9-10.1 • RL.9-10.2 • RL.9-10.3 • RL.9-10.9 <p>Speaking and Listening Standards</p> <ul style="list-style-type: none"> • SL.9-10.1 • SL.9-10.1 | <p>Writing Standards</p> <ul style="list-style-type: none"> • W.9-10.1 • W.9-10.10 • W.9-10.1.a • W.9-10.1.a • W.9-10.1.b • W.9-10.3.a • W.9-10.4 • W.9-10.5 • W.9-10.6 • W.9-10.9 • W.9-10.9 • W.9-10.9.a • W.9-10.9.b |
| <p>Unit Vocabulary</p> <p>Literary Terms</p> <p>iambic pentameter, simile, mood, exposition, diction, aside, characterization, symbol, soliloquy, foil, personification, alliteration, denouement</p> <p>Idioms and Cultural References</p> <p>Act 1.1–1.4: thane, kinsmen, prophecy Act 1.5–Act 2.1: pall, raven, serpent, knell, Neptune's Ocean Act 2.2–Act 2.4: Beelzebub (also in <i>Lord of the Flies</i>), parley Act 3.1–Act 4.1: Hecate, locks Act 4.2–end Act 4: cauldron, something wicked this way comes, innocent lamb Act 5: gentlewoman, flower and weeds</p> | <p>Unit Vocabulary</p> <p>Text-Based</p> <p>aside, foul, plight, noble, harbinger ambitious, metaphysical, beguile, clamor, appall, multitudinous, equivocator, dire, amiss, scruples, foe, posterity, indissoluble, parricide, dauntless, rancor, predominant, malice, nonpareil, profound, haste, gracious, potent, sovereignty, vanquished, diminutive, judicious, desolate, avaricious, boundless, avarice, perturb, guise, dignity, antidote, perilous, clamorous, abhor</p> |

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Supporting Material

Article: "Morality as Anti-Nature" by Friedrich Nietzsche (CommonLit)

Independent Reading

Students choose an independent reading book for each quarter.

Books are chosen with guidance of teacher, and they are assigned a packet that contains text-dependent questions, writing prompts, vocabulary, short-response, and essay response for each marking period.

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| Marking Period: 40 Weeks | Unit 4: Independent Reading Requirement |
| Essential Question: | |
| <p>Dependent upon the book chosen by the students. Students choose an independent reading book for each quarter. Books are chosen with guidance of teacher and librarian.</p> | |
| <p style="text-align: center;">NYS Standards:</p> <p>Reading Standards 9-10R1 9-10R2 9-10R3</p> <p>Craft and Structure 9-10R4 9-10R5</p> | <p>Speaking and Listening 9-10LS1 9-10S1a 9-10S1b 9-10S1c 9-10S1d</p> <p>Presentation of Knowledge and Ideas 9-10SL55</p> |
| Student Learning Objectives | |
| <p>Student will be able to determine a predominant theme/central idea in a work of literature. Student will be able to understand how the author’s use of figurative language enhances the reader’s ability to understand theme. Student will be able to connect the themes in the novel to their own world and current events. Student will be able to connect events and themes in the novel to American and Global History. Student will be able to identify a specific theme and provide specific text evidence to support the chosen them; in addition, student will be able to analyze how specific details support the theme. Student will be able to identify a literary element effectively employed by the author to develop the theme, such as imagery, metaphors, irony, etc.</p> | |
| Assessments | |
| <p>Short-Response Questions:</p> <ul style="list-style-type: none"> • Literature Circle Discussions: Students are grouped in literature circles and are given questions or roles for their lit. circles. Students are assessed on participation and completion of their handout for each lit. circle discussion. • Periodically throughout the reading of their book, students will be asked questions to identify theme and provide supporting details and analysis. • Students will also be asked to write short-response asking students to identify a writing strategy employed in their novel in which it helps develop the theme. <p>Concluding Project</p> <ul style="list-style-type: none"> • Students have a variety of choices appealing to all different learning styles. Students will be give several choice in presenting their novel to the class. <p>Examples: Creating a soundtrack for the novel with a justification for choice, Google Slides Presentation, Animated Calendar, 3-D Illustration of the novel.</p> | |

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